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ABSTRACT

A study of the status of women at Wayne State University is revealed in this report, and the highlights suggest that the inequities on the campus are many. Some of the highlights of the study include: (1) although 41% of the total enrollment are women, representation of women decreases from 47% in the freshman year to 40% in the senior year, to 21% in graduate and professional schools; (2) women cluster in nursing, education and social work and are practically absent in business, engineering, medicine and law; (3) women complain about and experience discrimination in class, admission, financial aids, counseling, placement and physical education; (4) women faculty earn $2,000 less than their male counterparts; (5) women faculty take about twice as long as men to obtain tenure; (6) women faculty stay in rank twice as long as men; (7) regulations require that secretarial, clerical and staff members take a maternity leave after 6 months of pregnancy; and (8) women, upon retirement, receive periodic annuity payments of a lesser amount than their male counterparts. (Author/HS)

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TODAY AND TOMORROW:

Annual Report
of the
Commission on the Status of Women
Wayne State University
August, 1972

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HIGHLIGHTS

A year and a half of hard work, investigating the problems of women at Wayne State University, has resulted in our unanimous conclusion that the inequities are far greater than we originally envisioned.

The members of the Commission have worked diligently on certain issues, like job and salary discrepancies, job posting, nepotism and grievance procedures. Our preliminary report--June, 1971--contained a set of recommendations, most of which have not been implemented. This report contains some new recommendations and re-states former ones.

Over and above the specific recommendations made in this report is the necessity to develop workable procedures for implementation of these recommendations. We need to establish a vehicle for being part of administrative decision-making and implementation. We feel a stance of "it should be done--it can be done" is essential. We would like this kind of commitment in order to continue with our activities. As a first step, the Commission needs more direct access to the Board of Governors, both to present the major points of the report and to work out a system of alerting them continually to the situation at Wayne. We urge that the Commission be given the opportunity to make quarterly reports to the Board, in much the same manner as the reports of the Office of Equal Opportunities are currently presented.

The following summary highlights a few of the inequities and a few recommendations which, if agreed to, would place women on a more equal footing at this University. The details of these recommendations, many more recommendations, and documentation of our conclusions are included in the report.

I. Situation for Women Students

Women students face a set of problems and conditions resulting in their restricted vocational and personal development.

A. Although 41 per cent of the total enrollment are women, representation of women decreases from 47 per cent in the freshman year to 40 per cent in the senior year, to 21 per cent in graduate and professional schools.

B. Women cluster in nursing, education and social work; they are practically absent in business, engineering, medicine and law.

C. Women complain about and experience discrimination in class, in admission, financial aids, counseling, placement and physical education.

II. Major Recommendations Affecting Women Students

A. Establish and fund a career conference for women students.

B. Establish and fund an in-service training program for all Wayne counselors and advisors.

C. Establish and fund day-care facilities.

D. Establish and fund a Woman's Center at Wayne State University.

III. Situation for Women Faculty, Staff and Employees

Women Faculty and Staff comprise 42 per cent of the total employees.

Women are over-represented in service and secretarial areas and under-represented in the rank of professor (eight per cent). They are virtually absent from the upper ranks of the central administration.

A. Women earn $2,000 less than their male counterparts.

B. Women take about twice as long as men to obtain tenure.

C. Women stay in rank twice as long as men.

D. Part-time faculty and student assistants receive no fringe benefits, including Social Security.

E. Regulations require that secretarial, clerical and staff members take a maternity leave after six months of pregnancy.

F. Women, upon retirement, receive periodic annuity payments of a lesser amount than their male counterparts.

IV. Major Recommendations Affecting Women Faculty, Staff and Employees

A. Post all positions.

B. Adopt Commission position on nepotism designed to base hiring solely upon professional qualifications and abilities without regard to family relationships.

C. Adopt salary equity plan to correct current inequities.

D. Establish Ombudsperson for all employees.

E. Re-examine the policies and benefit programs for all part-time employees.

F. Adopt maternity leave policy to permit women to continue in their jobs if they so desire.

IV. Major Recommendations Affecting Women Faculty, Staff and Employees

(continued)

G. Adopt a compassionate leave policy which will guarantee any employee an unpaid leave to assume responsibility for the care of a close relative who is physically dependent.

H. Insure that the University participates in a retirement program which provides equal periodic benefits regardless of sex.

I. Initiate affirmative action based on the work of the Commission.

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Introduction

Introduction

A. A New Awakening

In the 15 months since President Keast appointed a Commission on the Status of Women, there has been an exciting societal awakening to the problem of sex discrimination. This awakening has initiated a new political and legal awareness of women and their rights.

Plagued with charges of non-compliance with Executive Order 11246 as amended, the U. S. Department of Labor, in December, 1971, issued Revised Order 4 establishing guidelines for the compliance of Federal contractors with regard to the hiring and promotion of women and minorities. These guidelines, intended for non-governmental agencies, are being used by the U. S. Department of Health, Education, and Welfare in its compliance reviews of higher education institutions. Shortly thereafter, in March, 1972, the State of Michigan passed an Equal Pay Act, complementing the Federal Equal Pay Act by extending the requirements for equity in pay and fringe benefits to academic and executive women. Following on the heels of the Michigan Equal Pay Act, the Federal government extended the coverage of the Civil Rights Act of 1964, to include women employed in educational institutions.

Recent interpretation by the State Attorney General, acts passed by the State Legislature, and the vigorous efforts of the State Department of Labor on behalf of underpaid women are evidence of the State's intent to redress the inequities which women have experienced. The guidelines provided in Revised Order 4 and in Title 29, Part 1604 (the guidelines on Discrimination Because of Sex) as well as their interpretation by their respective compliance agencies, the Department of Health, Education, and Welfare and the Equal Employment Opportunity Commission, suggest that the Federal government is seriously committed to closing the legal loopholes which have allowed sex discrimination to pervade the American institutions.

The Federal commitment to this effort was further confirmed in March, 1972, when the Congress passed the Equal Rights Amendment. Michigan's legislators followed the lead of the Federal lawmakers by becoming the eighteenth state to ratify that amendment in June, 1972. Women are finally gaining the legal recognition accorded all "persons" who are citizens of the United States. Discrimination against women, which was only occasionally acknowledged to be immoral, is finally at long last becoming illegal.

B. The Commission's Stance - Action and Access

The traditional study commission, all too familiar to the academic scene, holds little appeal for this Commission. The unequal status of women in higher education institutions has been documented in a variety of studies. What is now called for is action. For this reason the Commission has taken the position that it must speak to specific cases involving sex discrimination which come to them. It is also for this reason that, where time has permitted, needed procedures and policies have been spelled out and detailed proposals have been prepared to enlarge upon the recommendations of the Commission.

The Commission begins with the basic assumption that the entire University community has perpetuated the notion of women's second class citizenship. To begin to redress the inequities women suffer, we must first acknowledge that these inequities exist and know specifically where they exist. Unless we know, we accept and act in ignorance and ignorance is the enemy of the University. Since secrecy perpetuates ignorance and ignorance has helped in the perpetration of inequities, this Commission has taken the position that access to information is essential. For this reason all sessions of the Commission were open, the resolutions passed by the Commission were communicated to other interest groups and individuals, and the resolutions themselves call for open access to information in the University community.

The Commission's stress on access and action are consistent with the spirit and intent of the affirmative action guidelines of the Federal government. The guidelines, based essentially on the apecifications of Revised Order 4, rely heavily on good faith efforts of the University to take affirmative action in bringing members of "affected classes" (minorities and women) into all levels of employment at the University.

The President and the Board of Governors are urged to show their good faith by accepting the report of this Commission and by taking action on the resolutions passed. This annual report is intended to provide the University with steps to be taken in an affirmative action program.

C. Format of the Report

This annual report of the Commission on the Status of Women is designed to tell a story. It is the story of women on this campus and on other campuses throughout the United States. The story begins with a woman as a student, when she is counseled and enrolled in those fields of study that have been stereotyped "feminine" fields of study which, when completed, qualify her for low status, low pay and "dead end" occupations. The story continues as she is subjected to blatent sex discrimination in the classroom, which takes the form of isolation as well as descriptions and innuendos of her sexuality or inferiority. It describes what she encounters should she attempt to study in a field "reserved" for men. It provides a glimpse of the "equal consideration" she finds in the University's services and in her search for a position or further study.

The second part of the story deals with a woman as an employee of Wayne State University. It describes her entrance into the lower ranks at the institution, her long wait for promotion and tenure if she is a member of the academic staff, and her few opportunities for advancement as a member of either the academic or non-academic staff. It recounts the discriminatory policies and procedures of the University to which she is subjected and the discriminatory benefits that are allotted her and follow her into retirement.

Interspersed through the story are the Commission's recommendations as to what can and should be done at the University to change the theme. And at the end of the story, in the Appendix interspersed with the supporting evidence, are the proposals of the Commission that detail the actions the University should take.

Part I

Woman As A Student

The Center for Research and Development in Higher Education at the University of California conducted a study of high school students' plans in which seniors were asked to indicate what they would really enjoy doing regardless of necessary qualifications. In comparing the choices of low- and high-ability women, Dr. Patricia Cross found that low-ability women aspired to "traditional women's jobs - typist, secretary, office clerk." High-ability women aspired to become in this order, novelists, high school teachers, college professors, college presidents, doctors. Dr. Cross points out that "The only job that is likely to be realized by a sizeable percentage of these young women, however, is that of high school teacher..." Dr. Cross continues by saying most college women plan educations leading to jobs that "can be combined with home and family." They, as well as many of their counselors, seem to believe that jobs that do not utilize their intellectual capacities are better combined with family responsibilities than jobs that call for greater imagination and talents. Unfortunately, role models who demonstrate the fallacy of this reasoning are all too rare."[2]

The findings reported by Dr. Cross are repeated at Wayne. The Commission's Subcommittee on Students found from an analysis of data and from meetings with a variety of student groups that the total institutional structure, as well as individual colleges, are not helping women develop themselves as fully as possible.

The woman as a student faces a set of problems which hinder her from developing vocationally and personally. Some of these conditions are internal--that is, they relate to her fear of success and fear of aspiring to non-traditional fields. Some are external and part of a system that allows her to enter only the traditional fields.

A. Program Admission and Enrollment Status

Although 41 per cent of the total enrollment at Wayne State University in Fall, 1971, were women, the distribution with regard to field of study and class level was not even. Not only are women clustered in the subject-matter areas which have traditionally been stereotyped "feminine," but their representation grows less as the class level increases (Tables 1 and 2).

---

[2] Cross, Patricia K., "The Undergraduate Woman," American Association for Higher Education, Research Report Number 5, pp. 4-5, March 15, 1971, One DuPont Circle, Washington, D.C.

Table 1

Percentages of WSU Enrolled Who are Women
Fall Quarter, 1956, 1961 and 1971

College	Percentages		
	Fall, 1956	Fall, 1961	Fall, 1971
Business Administration			
Undergraduate	8	5	8
Graduate	-	3	2
Education			
Undergraduate	67	74	65
Graduate	-	53	60
Engineering			
Undergraduate	1	1	2
Graduate	-	1	2
Liberal Arts			
Undergraduate	40	46	42
Graduate	-	31	35
Nursing			
Undergraduate	99	100	95
Graduate	-	93	94
Pharmacy			
Undergraduate	16	14	21
Graduate	-	23	16
Law			
First Professional	6	6	11
Medicine			
First Professional	6	6	10
Social Work			
First Professional	64	62	63

Table 2

Credit Enrollment By Class Level and Sex
Fall Quarter, 1971

Class Level	Men	Women	Total	Percentage Of Total Who Are Women
Undergraduate				
Freshmen	3,889	3,448	7,337	47%
Sophomores	3,897	2,829	6,726	42
Juniors	3,408	2,337	5,745	41
Seniors	2,742	1,812	4,554	40
Fifth Year Pharmacy	59	9	68	13
Post Degrees	603	496	1,099	45
Unranked Lower Division	79	47	126	37
Unranked Upper Division	31	35	66	53
Graduate-Professional	1,632	447	2,079	21
Graduate				
Masters	3,908	3,043	6,951	44
Doctors	759	240	999	24
Unranked	506	509	1,015	50

During the past year, Commission members received complaints from women students who had, they felt, received discriminatory treatment in their bids to enter advanced programs (Appendix A: example of such a complaint and the Commission response). For the most part these complaints came from women who had attempted to enter graduate-professional or doctoral programs in subject areas that traditionally have been "reserved for men." This was not always the case, however.

Two cases that came to the attention of the Commission were those in which women were told not even to apply for advanced study since they would not be accepted. In the first of these cases the student called to inquire about the advanced program of interest to her. Before she was able to comment at all about her qualifications she was told by the man on the other end of the line that only "near geniuses" were admitted to that program. The second case involved a woman's inquiry about entering the doctoral program in her major area. Although she has an outstanding record as a master's student in that area, she was told by the man from whom she sought advice that she should give some consideration to "staying home and raising her kids" instead of "hanging around the university."

Four cases brought to the attention of the Commission involved the discriminatory interviewing procedures used as part of the admissions process. In all cases the complaints involved questions that were asked which seemed to be completely unrelated to the students' academic performance and future goals.

Three women from another school and one who had been rejected in her attempt to enter the school complained that the information supplied to the Admissions Office of that school was not the information upon which the admissions decision was based. Their complaints focused on the fact that the honor point average (HPA) submitted by the applicant for admission is altered by the school without knowledge of the applicant. The admissions decision is then made on the basis of the adjusted HPA. The applicants often then find that they have not been admitted in spite of the fact that their HPA was higher than that submitted by someone who was admitted. These women were concerned that the adjustments of the HPA were made by eliminating the courses that are likely to be taken predominantly by women, i.e., education, nursing, or music courses.

Concern over the status of women students and applicants to their school have prompted the women in the College of Engineering, the School of Medicine and the Law School to organize and to undertake an effort to encourage women applicants to raise the enrollment of women in their respective colleges. The women in the Law School are further along in this effort and have so far submitted further recommendations to the administration of their School; three of these recommendations dealt with the admission of women (Appendix B).

RECOMMENDATIONS

1. That the admissions criteria and any adjustments to be made on any information submitted for admissions purposes be explicitly stated in writing by each office of the University involved in the admissions of students, and that all applicants be informed of these at the time their application is submitted.

2. That all admitting offices of the University conduct a study of their admissions and rejections on a yearly basis to insure that only the academic qualifications of the applicants are considered in the admissions decision. A copy of this study should be submitted to the Commission on the Status of Women.

3. That the President of the University express in writing to all admitting offices his concern about the appropriateness of the questions asked women applicants, and ask the interviewing officers of the University to re-evaluate the questions.

4. That all academic units of the University initiate recruitment and incentive programs to encourage the participation of men and women students in all areas and at all levels of study (Appendix C: example of a new approach being made by the School of Engineering in this regard).

5. That the President of the University allocate $500.00 to the Commission on the Status of Women for the planning and implementation of a one-day career-planning program aimed at the encouragement of women to consider new fields of study and work. (Appendix D: a plan for a one-day program to be held at Wayne.)

6. That the University establish fact-finding and grievance procedures for persons who have been denied admission to any University program.

B. Classroom Discrimination

In spite of the fact that women have been included in the university community for the past century; in spite of the fact that they have made major contributions in almost every field imaginable; and in spite of the fact that they tend to perform academically as well as their male counterparts, women students at Wayne are still subjected to the stereotypes which are antithetical to university-level education. They are still told that "a woman's place is in the home;" "all women need to become mothers if they are to fulfill themselves;" "most women go to college to catch a husband;" "women are less capable of abstract and analytic thought than men;" "women aren't good at 'technical' things;" "women are naturally more caring while men are naturally more aggressive." These stereotypes are being used by members of the university community to discourage women from pursuing an academic and professional life.

From one college, five women students, ranging from 20 to 50 years of age, met with the Commission to express their concern about the way in which women are "put down" in their classes. According to these women, direct references to women as "dumb broad," "chick," or "his ole lady" were commonplace in their classes. They expressed their concern that achieving women, if mentioned at all, in most classrooms are presented as "masculine," castrating, and unworthy. They indicated that discussion about these women invariably includes a glimpse at the r sex life, as though they could be examined only within the framework of their sexual role.

Three women from Wayne's Law School also met with the Commission to discuss the problems of women in that school. Among the recommendations presented by their group to the administration of the Law School were two which dealt with discrimination in the classroom. The recommendations called for the "elimination of sexist stereotypes and 'jokes' from the repertoire of law school faculty members," "the encouragement of the use of non-sexist language by both students and faculty," and "the placement of pictures of women jurists, lawyers, professors in classrooms, corridors, etc."

Individual cases of sex discrimination that were reported to the members of the Commission during the past year included:

A research class where the different tasks in the project were assigned by stereotyped sex roles.

An undergraduate field project in which a woman student was not placed for her field experience, but was used as a secretary by the graduate assistant who was handling the course.

A class camping trip at which the instructor required women to do the "women's work" and men to do the "men's work" so that he could take pictures (this, in spite of the fact that until picture-taking time all the tasks had been shared by the men and women present).

A graduate seminar in which the faculty member stated that he did not think women should go to graduate school and that he would rather not have women in his classes since it restricted the use of "men's talk."

An anatomy class in which a woman student who was doing the dissecting was treated antagonistically by her classmates until she turned over the dissecting to them and agreed to take notes.

A class in which it was stated by the faculty member that women do not have a "natural bent for science."

Many women commented that what they wore seemed to be of particular interest to their instructors. Many were told that they should wear dresses so they would not be mistaken for a man.

In those units of the University which until only recently have remained the exclusive domain of men, women students have found isolation to be among the most difficult forms of discrimination with which to deal.

Not only is there evidence that women students are being ignored, subjected to stereotypes and not being given their due recognition in the University classrooms, but there is also evidence that the classroom is being used to ridicule women and to remind them that they are merely sex objects in the eyes of the men (Appendix E).

RECOMMENDATIONS

1. That the President of the University take a strong public position opposing the insensitive and uncivil treatment of and references to women in the classrooms of this University.

2. That the University develop procedures for the handling of student complaints regarding the discriminatory treatment of women in the classroom and for the reprimanding of those staff members and faculty who violate this sensitivity and civility toward women.

3. That academic administrators actively encourage all departments and faculty members to re-evaluate their course offerings and contents, and, where pertinent, to add courses and sections of courses that pertain to women and their contributions.

C. Counseling and Advising

A number of women students have contacted Commission members to complain about the counseling they received. Recurrent themes relate to the counselor urging the counselee to consider another field, to think in terms of part-time study, to reconsider what her plans might mean in terms of family inconvenience. Instances of discouragement and bias which the student encountered in the high school counseling process seemingly repeat themselves when the student reaches the University.

A recent study of Wayne State University counselors-in-training revealed that when counseling a woman client who was deciding between a "feminine" and a "masculine" occupational role, counselors of both sexes urged women to enter education rather than engineering. Statements like the following were made to the client: "Would your husband resent your being an engineer?"; "Engineering ... is very technical"; "You normally think of this as a man's field." The limitations of the present counseling services with respect to counseling women students is pointed out in several memos included in Appendix F.[3]

[3] Pietrofesa, John and Schlossberg, Nancy K., "Counselor Bias and The Female Occupational Role," in Glazer-Malbin, Nona and Walker, Helen, eds: Woman In A Man-Made World, Rand McNally, 1972.

In addition to the biased and inadequate services, is the problem that many counselors utilize interest inventories which again reflect bias. The most widely used inventory, the Strong Vocational Interest Blank, has different forms for men and women with each form consisting of different occupational options. The women's occupations are often of lower status and reflect past not present conditions.

RECOMMENDATIONS

1. That the President of the University allocate $1,200.00 to immediately establish a year-long, in-service training program for Wayne counselors and advisors to sensitize them to the counseling needs of women. (Appendix G: formal proposal written for the Commission by Dr. John Pietrofesa).

2. That the University periodically provide in-service training programs for counselors practicing at the elementary, junior and senior high school levels to increase their understanding of the problems regarding the counseling of young women (Appendix H: program of the Summer Conference held at Wayne with this intent).

3. That the President of the University encourage the Wayne faculty counselor educators, counselors and others using standard interest inventories to increase their efforts to point out to counselors the limitations, biases and inadequacies of these inventories so as not to discourage serious career interests in women.

4. That the President of the University urge the publishers of the standard interest inventories to revise the instruments, manuals and norm groups to eliminate sex stereotyping of women (Appendix I: Commission's resolution and supporting data on the Strong Vocational Interest Blank).

D. Financial Aids

A recent study of Wayne's freshmen[4] shows that approximately one fourth of Wayne's new freshmen come from families where the parental income is less than $8,000 annually. This is true for approximately 16 per cent of Wayne's new freshmen men. In this same study 82 per cent of the women indicated that they had some concern about financing their college education. For the woman student, being able to finance a college education is generally more of a problem than it is for her male counterpart. Often her parents are reluctant to make the investment for her that they would for their son. Should she take a part-time or summer job, the income she earns will most often be significantly less than that which a young man of comparable qualifications will earn. The financial aids program of the university she attends will be a major factor in her ability to attend and complete her college education. Because the women students applying for financial aids at the University tend to have higher academic achievements and because of the non-discriminatory policies of the offices which administer the financial aids program of the University, women students have generally received a disproportionate number of the financial aids awards of the University (Table 3).

[4] Source: "The New Freshmen At Wayne State University, A Study of Selected Student Characteristics," prepared by Sharon A. MacLaren, Office for Institutional Research, April, 1972.

Table 3

Financial Aids Awards at Wayne State University, 1971-72

	Per Cent of Total Receiving Fn. Aid Who are Women	Per Cent of Those Eligible Who are Women	Per Cent Difference
* Undergraduate			
Scholarship	61%	42%	+19%
Grant	61	42	+19
Loan	57	42	+15
Job	65	42	+23
Total (Different individuals)	60	42	+18
Graduate			
Loan	30	29	+ 1
Job	33	29	+ 4
Total (Different individuals)	31	29	+ 3
** Administrated by Graduate Office			
Graduate Professional Scholarship	51	29	+22
University Graduate Fellowship	26	29	- 3
*** Administered by the Academic Units			
Graduate Assistants (Liberal Arts only)	23	35	-12
Instructors (Education only)	39	60	-21

Source: Financial Aids Office, Feb., 1972*, University Records of the Graduate Office, June, 1972**, and the materials submitted to HEW by the University, March, 1972.***

It is of interest, however, that when we look at the financial aids programs administered by the academic units themselves, in the form of graduate assistantships or instructorships, a disproportionate number of the awards are made to men. This is of particular significance, because it is especially those programs administered by the academic units that provide a work experience that will help the students in their later attempts to find employment.

RECOMMENDATIONS

1. That general announcements of the availability of assistantships and instructorships in the academic units be made to all students who are eligible for these awards.

2. That all academic units be required to submit their selections along with all applications for graduate assistantships and instructorships to the graduate office prior to announcing awards.

3. That the graduate office be responsible for monitoring the selections for assistantships and instructorships made by the academic units.

E. Child Care

It is well accepted by the academic community that without some support many students either will be barred from attending college, or will be unable to complete their college experience successfully. Acceptance of this fact has led colleges to provide many student services, etc. These services emerged as the need became evident. The recent Report on Higher Education written by the Task Force on Higher Education appointed by President Nixon points to the lack of child-care facilities as one of the many barriers blocking full participation in higher education by women. Yet the academic community has been reluctant to recognize this barrier and respond to it. As the Task Force Report points out, there are many examples on every campus of money spent to aid special segments of the population. They comment:

> Evidently, colleges that are willing to spend enormous sums on athletic facilities, used principally by men, recoil at the thought of establishing such facilities as a nursery where women can leave their children in order to attend classes. (p. 55)

Approximately 36 per cent of Wayne's student body are married. For many of its students, then, and for untold numbers of potential students, day-care facilities are probably a more necessary facility than others (such as physical education facilities) which the University supports. For the urban, low-income parents the availability of day-care facilities might well be the major determining factor in their decision to attend the University. In addition, many women employees have child-care needs.

Although some facilities currently exist in and around the University, they are minimal, expensive and absent during evening hours and for children under 2 1/2 years of age (Appendix J).

RECOMMENDATIONS

1. That the University establish day-care facilties for its students (and staff) that are available at minimal fees for the hours during which classes are offered on campus. The primary purpose of these facilities should be to facilitate attendance by the child's parents as students (or their employment) at the University. At the same time, it should be expected that the center will foster growth and provide a valuable educational experience for the young child.

2. That the child-care feasibility study called for by the Commission last year be continued in conjunction with the child-care facilities recommended above to determine the extent and type of need (hours of operation, location, cost, etc.) for further University supported child-care services.

F. Physical Education

The Commission has been concerned about the inequality of the expenditures made by the University on behalf of programs that benefit individuals of one sex more than the other. One program exemplifying this problem at the University is the intercollegiate and intramural sports program. Not only are the programs that benefit men allocated larger budgets, but they are also much more numerous and their expenditures in most cases exceed their allocations (Table 4). There is evidence that improvements have been made in this area during the year 1971-72. However, the budget figures are not yet available to determine the degree of improvement.

The inadequate provision of sports programs for women was the subject of a complaint received by the Commission from a junior faculty member of the University. Responding to an "open letter to all students from the offices of Intramural Sports" inviting participation of "any student, faculty or staff member" this woman presented herself only to hear that the invitation was "for men only" (Appendix K).

Table 4

Financial Report on the Non-Instructional Activities of the Division of Health and Physical Education

Activity	Allocation	Expenditure
Football	$40,000	$38,286.72
Basketball	13,000	13,294.03
Track	8,000	6,978.07
Cross Country	2,500	2,254.20
Swimming	5,000	5,777.36
Fencing	5,700	4,645.66
Tennis	2,500	2,820.08
Golf	2,000	2,284.32
Baseball	8,000	9,219.73
Wrestling	4,000	2,406.48
Rowing & Crew	4,000	6,139.93
* Women & Coed Sports	4,966	2,254.49

Source: Wayne State University Financial Report, 1970-71
* All women's sports activities are included under this category.

RECOMMENDATIONS

1. That the Department of Health and Physical Education devise a program to encourage women to compete in intercollegiate and intramural sports activities.

2. That the expenditures of the department be adjusted to reflect the proportion of the student body who are women.

G. Placement

The Commission has received complaints from women students about the placement services of the University and their particular School. Women from one School described the interview process in which they could sense that the interview was simply a hurdle the interviewer had to pass. It was made evident to these women that there probably was not a position for a woman with the firm which the interviewer represented. Other women have commented on literature they have seen in the placement offices of the University in which it was specifically stated that the employer was looking for a "bright young man."

RECOMMENDATIONS

1. That the University placement office monitor all recruiting literature, rejecting all literature that advertises positions specifying the sex of the applicants, or uses language indicating that only men are acceptable applicants.

2. That the University hire a person whose sole job is to contact employers to encourage them to open positions usually reserved for men, and to inform them of the women trained for these positions.

3. That the University placement offices regularly survey women who have taken part in University-arranged interviews for the purpose of identifying those companies whose representatives discourage women applicants.

4. That the University placement office not permit its facilities to be used by employers who have been found to discriminate.

H. Library

The Commission on the Status of Women, cognizant of the increased need for a special collection on women in the Main Branch of the Library, has devoted assiduous study to the reorganization and expansion of current materials available that not only would adequately reflect the concern and interests of women as a whole, but would also synthesize the existing fragmentation thus facilitating easy access for purposes of research and public interest.

RECOMMENDATIONS

1. That a continuing effort be made to ensure that the Library contains all basic works with respect to such subjects as the history of the women's rights and suffrage movements and the participation of women in the professions and politics.

2. That a special collection of women in law be set up in the Law Library.

3. That a continuing effort be made to increase the Library's holdings in all areas relating to women, utilizing bibliographies representing different aspects of the issue.

I. Synthesis of Recommendations For Woman as a Student: A Woman's Center

Many women through inadequate counseling and advising or because of the negative self-concept enhanced by the stereotype and references made to them about women, see themselves as capable of entering only those fields of study and occupations that traditionally have been acceptable for women. In addition, many women are currently facing a variety of personal decisions with respect to marriage, children, birth control, abortion, and divorce.

The usual services offered by the University to its students are traditionally more responsive to the needs and particular situations and aspirations of men students. The admissions, counseling, advising, recreation, medical and placement services of the University have not effectively approached the problems and situations that are peculiar to women. This Commission sees these problems as needing concentrated effort on the part of the University community.

In 1960, the University of Minnesota took a courageous leap by establishing the Minnesota Planning and Counseling Center for Women, as a facility specifically committed to making the resources of the University more efficiently and effectively useful to adult women. During the 1960's over 400 such centers were established at major universities across the country. In Michigan, many institutions, including the University of Michigan, Oakland University, and Oakland Community College house such centers.

Many of the "women's centers" focus on counseling; some include job placement; others include women's studies. This Commission sees the problems of women as being broader than these areas alone. It, therefore, asked Sylvia Walworth, a graduate student in Counseling and Guidance, who has worked at the Oakland Continuum Center, to develop a proposal for a comprehensive Women's Center to be housed at Wayne State University (Appendix L).

We urge the President and the Board of Governors to accept this proposal as the recommendation of the Commission and to act upon it immediately with allocations of facilities, personnel and funds to make it operational during the Fall, 1972, quarter.

Part II

Woman As An Employee

Part II

Woman As An Employee

Helen S. Astin and Alan E. Bayer surveyed 60,000 faculty members at a representative sample of 300 colleges and universities. They found that when matched with men faculty members in terms of degrees held, years of employment, publications, research interests, and fields of specialization, women were likely to hold lower academic ranks, lack tenure, and earn less. According to the authors, "sex is a better independent predictor of rank than such other factors as the number of years since completion of education, the number of years employed at the present institution, or the number of books published."[5] This study, in effect, turned up what women have been documenting at individual campuses across the country. Its findings are entirely consistent with what is found at Wayne State University.

A. Hiring of Women

One of the major concerns of the Commission has been and continues to be the dearth of women in more prestigious, better paying academic positions (Table 5). This condition does not seem to be due to a lack of qualified women to fill the ranks. When the percentage of doctorates earned by women in various disciplines is compared with the percentage of women faculty employed in the various departments of the University, there is clear evidence of the underemployment of women (Table 6).

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[5] The Chronicle of Higher Education, Vol. VI, No. 32, pp. 1 & 3, May 15, 1972.

Table 5

Academic Employees at Wayne State University
by Classification and Sex

Academic Personnel	Total	Number of Women	Percentage of Women
Faculty Classification	1,958	463	23.65
Graduate Assistant I	291	75	25.77
Graduate Assistant II	206	50	24.27
Instructor	260	101	38.85
Assistant Professor	495	139	28.08
Associate Professor	324	66	20.37
Professor	380	32	8.42
Lecturer	2	0	0.00
Professional Service Classification	800	225	28.13
Research Assistant	183	68	37.16
Research Associate	78	9	11.54
Academic Service Officer	230	96	41.74
Administrative & Professional	252	50	19.84
Administrative	57	2	3.51
Total Academic Employees	2,758	688	24.95

Source: Wayne State University Compliance Report produced by the Personnel Office, March, 1972.

Table 6

Comparison of the Percentage of Women on Wayne's Faculty
With the Percentage of Doctorates Awarded
to Women Nationally

Academic Unit	Percentage of PhD's* Earned By Women 1960-1969	Percentage of Faculty** Who Are Women 1972	Per Cent Difference
Education			
Art Education	26.80	37.50	+10.70
Business Education	29.67	-	-29.67
Educational Administration	12.86	-	-12.86
Educational Psychology	25.60	12.50	-13.10
Educ. Guidance & Counseling	20.70	20.00	- 0.70
Elementary Education	38.28	50.00	+11.72
History & Philosophy of Educ.	20.29	-	-20.29
Home & Family Life Education	99.19	100.00	+ 0.81
Music Education	13.69	20.00	+ 6.31
Physical Education	27.53	25.92	- 1.61
Secondary Education	15.94	-	-15.94
Special Education	23.41	20.00	- 3.41
Engineering (Total)	0.44	-	- 0.44
Business Administration (Total)	2.82	11.11	+ 8.29
Liberal Arts			
Anthropology	21.44	29.41	+ 7.97
Art	18.18	16.12	- 2.06
Biology	13.82	10.71	- 3.11
Chemistry	6.82	-	- 6.82
Economics	5.62	5.56	- 0.06
English & Literature	24.09	26.92	- 2.83
Foreign Language & Literature	28.52	29.27	+ 0.75
Geography	5.58	25.00	+19.42
Geology	2.47	-	- 2.47
History	11.71	9.37	- 2.34
Home Economics	76.26	91.66	+15.40
Journalism	12.08	-	-12.08
Latin & Greek	25.30	-	-25.30
Mathematics	6.50	1.96	- 4.54
Music	13.51	7.14	- 6.37
Philosophy	11.05	22.22	+11.17
Physics	2.00	-	- 2.00
Political Science	8.80	-	- 8.80
Psychology	20.20	15.78	- 4.42
Speech & Dramatic Arts	15.87	6.66	- 9.21
Sociology	17.07	28.57	+11.50
Pharmacy (Total)	4.26	-	- 4.26

* Source: Council for University Women's Progress, Univ. of Minn.,6/71

** Source: Computer print-out supplied by the University for the HEW review. Included are the faculty who hold academic rank of assistant professor or above. Individuals with split assignments are listed in only one unit, and that is not necessarily the unit in which they have their major assignment.

The degree of discrepancy in this matter varies considerably throughout the University; however, the greatest discrepancies tend to be found in the College of Education. This is due to the fact that a relatively large percentage of the graduates in Education are women in spite of the fact that the college has tended to hire men. In the other academic units of the University, the percentage of doctorates awarded in the disciplines tend to be low, thus the discrepancy tends to remain low. In effect, then, for the College of Education, the problem seems to be that of hiring the available women; in other units, the problem is to encourage women to enter and complete doctorates.

Part of the problem of obtaining qualified women at all levels of employment is that information concerning the more desirable positions does not circulate freely throughout the University community. Although the Commission, one year ago, took a firm stand on the necessity for publicizing all job vacancies, this procedure has not been in effect at the University. For instance, it has come to the attention of the Commission that Research Assistant and Research Associate positions have recently been filled in Central Administration by individuals who have been assigned tasks which are traditionally assigned to Administrative Assistants. By using the Research Assistant and Research Associate classification, the Administration has removed the individuals so classified from the bargaining unit to which they rightly belong and thereby has removed the restrictions with respect to position posting, salary and job security. This is of particular interest since individuals have been brought into the University to fill jobs which were not made available to those already employed at the institution.

Another hiring tradition of the University that has a particularly harmful effect on bringing well-qualified women into the University community is the existence of nepotism policies. It has come to the attention of the Commission that the interpretation given to the University nepotism policy for academic employees has varied from unit to unit within the University. In some cases academic women who have sought employment at the University have been turned down because their husbands are employed in the department in which they sought employment. This interpretation is not our understanding of the present nepotism policy for academic personnel.

RECOMMENDATIONS

1. That the position posting policy proposed by the Commission one year ago, on which limited action has been taken, be adopted by the Board of Governors.

2. That all position vacancies on all openings at the University be <u>widely publicized</u> through job postings and listings in University and professional media. Job postings should provide a title and description for the position, minimum qualifications required, salary, and a deadline by which applicants must apply. Listings in publications should include title, minimum qualifications required, and a deadline for application.

3. That before any position is filled, the person making the selection should show, through a brief analysis of all applications, why the selection was made and that an extensive circulation of job information was undertaken to recruit the well-qualified persons for the position.

4. That where several well-qualified applicants apply for an open position preference be given to women and any minority group applicants.

5. That the Board of Governors adopt a Nepotism Policy which provides that employment and advancement should be based solely on professional qualifications and abilities without regard to family relationships. Employment of one member of the immediate family in a department in which another member is seeking employment should never constitute a barrier. It should be clearly understood, however, that one person should neither initiate nor participate directly in institutional decisions involving a direct benefit to a member of his or her immediate family (Appendix M).

6. That the University tendency toward not hiring its own graduates be studied to determine if it has a differential effect on women.

7. That the University policy of not allowing faculty at the rank of assistant professor or above to pursue advanced degrees at the University be studied to determine if it has a differential effect on women.

B. Status of Women Employees

When a woman is hired at Wayne State University she is, in most cases, hired into the University at lower rank (if a faculty member) or in a different/"lower" classification (if a non-faculty employee) than are the men of comparable qualification who are hired to do the same work. Along with the lower status she will also receive a lower salary. Since she has to wait longer for promotion and receives smaller annual increments, she finds herself, after giving the same years of service as her male counterpart, receiving progressively lower pay and holding significantly lower rank (Appendix N: detailed, person-by-person, school-by-school analysis of salary data).

In general, no matter what her qualifications or job, the woman employed at Wayne can expect to receive about $2,000 less annually than her male counterpart of equal qualifications (Table 7).

Table 7

Mean Salaries of Wayne State University Full-Time Employees
By Highest Degree Earned and By Sex, July, 1971

Highest Degree Earned	Men		Women		Uncoded		Total	
	Number	Mean Salary	Number	Mean Salary	Number	Mean Salary	Number	Mean Salary
No Degree	803	$9,395	1,120	$7,254	-	-	1,923	$8,148
Bachelors	259	13,045	137	10,048	6	$8,419	402	11,955
Masters	404	15,087	245	12,828	2	12,882	651	14,230
Ph.D., Ed.D.	621	19,677	94	16,902	-	-	715	19,312
Professional	169	23,815	14	21,006	1	18,500	184	23,573
Foreign	51	14,578	10	14,452	-	-	61	14,558
All Employees	2,307	14,736	1,620	9,056	9	10,531	3,936	12,389

Source: Data submitted to HEW for compliance review. Nine-month salaries have been adjusted to 12-month for comparative purpose.

Not only will the academic woman of Wayne State University wait longer to receive promotions, but she will also wait longer to achieve tenure. In the College of Education, for instance, the mean years before obtaining tenure for a man is three compared to a 5.6-year mean for women.

Since approximately 65 per cent of the women employed at the University are non-academic employees, the Commission is especially concerned with the low salary, low status and job security afforded this group. It is concerned, for instance, with the unrealistically low beginning salaries for young women entering the clerical positions at the University. An annual salary of $5,259 is simply not enough to allow a woman to be self-sufficient in the Detroit metropolitan area.

The Commission is concerned, also, about the system now used at the University which allows only a few women to pass through the clerical ranks. Should a woman in the clerical classification manage over a long period of time to reach the top of her classification range, she finds herself in a dead-end position. This is true regardless of her academic qualifications, skills, and years of service. There presently is no process by which these women would be placed into the administrative ranks as administrative service officers, directors, or administrative assistants.

Although the contract for clerical employees specifies that they can not be transferrred during their first six months of work, it has come to the attention of the Commission that a woman has recently been transferred during her probation period and that the evaluation process for clerical employees was not used as a means for justifying the release of the employee from an office.

The Commission has received many individual complaints from women employees of the University. Many of the complaints have had to do with improper job classification which limited the pay and advancement possibilities of the women so classified. Some of the complaints were received from women who have seen younger, less experienced, less qualified men brought into their departments at higher salaries and in some cases higher ranks than the women have been able to attain after many years of service. (Often in these cases the women are called on to train these young men who, after a short period, are promoted over them.) A few of the complaints of women faculty have been concerned with the reluctance of the University to grant them tenure or continuing service. Many of the tenure complaints come from women who have been associated with the University over many years as a part-time or fractional-time employee. One of the complaints came from a woman who had been denied a position reclassification because it was discovered that she was two months pregnant. And, one other complaint, of a less serious nature, but nonetheless annoying to the woman, concerned a woman's wish to be listed in the University under her maiden/professional name rather than her husband's name.

The Commission has become increasingly convinced of the inadequacy of and, in many instances, non-existent University procedures through which the complaints of University employees can be expeditiously processed. Some of the women who have brought complaints to the Commission have also filed formal grievances with their unions, the Equal Employment Opportunity Office of the University and/or the Department of Health, Education, and Welfare. Most of these women, however, are frightened by what has happened to their less cautious colleagues (Appendix O and Appendix P: specific cases to which the Commission spoke, neither of which has been resolved favorably), or are suffering under the delusion that their supervisors (who are really nice guys) will right the wrong they have done once they recognize it.

Until recently, University women had very little legal basis for complaints about the inequities they suffered. With the passage of the new Michigan Equal Pay Act (Appendix Q) and the extension of the Civil Rights Act of 1964 to include educators (Appendix R: the new guidelines for this Act as it relates to sex discrimination) the legal basis for complaint now exists, but women are reluctant to press the issue on an individual basis for fear of reprisal. By not providing responsive grievance procedures by which employees may resolve their differences with little harassment, the University places itself in an adversary relationship with its employees, thus providing a perfect atmosphere in which women in non-complying situations will bring class action.

RECOMMENDATIONS

1. That the salary and promotion record of men and women with similar qualifications who were hired at approximately the same time be reviewed to identify disparities in salary and position; and that the individual inequities attributable to sex be corrected immediately thereafter (Appendix S: detailed letter containing Commission's position and plan for correcting salary inequities).

2. That the lowest level of the Office Assistant I salary range be raised to at least $6,000 annually.

3. That the Personnel Office revise and update the personnel records to make certain that the current assignment represents the employee's highest capability and when this is not the case develop a list for future promotions.

4. That the Personnel Office identify interested and potentially qualified women employees and encourage their applications for specific training and provide opportunities for women to gain experience to qualify for better positions.

5. That the system of advancement for clerical employees be made more flexible allowing for automatic progression from one level to the next.

6. That all salary and fringe benefit information be made public information to allow each employee of the University to ascertain her or his financial position in relation to others.

7. That the University employ an ombudsperson for all employees to aid employees in the formal and informal resolution of their employment difficulties (Appendix T: Commission's concept of the Ombudsperson for Employees).

8. That a review be made of all University policies and practices to eliminate all of those which have the effect of discriminating against the members of one sex (Appendix U: policies regarding employment during pregnancy as an example of a University policy which is not now within the law).

9. That all University committees that are appointed to deal with the selection, promotion, salary, etc. of administrators, faculty, and staff have proportional representation of women.

C. University Employment Benefits

During its investigation into the details and provisions of the fringe benefit programs, which the University provides, it became evident that inherent in them is the assumption of the traditional family with the working father and the "stay-at-home" mother. The plans are obviously provided for the male employee to support and protect his wife and family rather than for the woman employee to protect herself and her dependents. They do not consider that the husband may be unemployed, self-employed or may have left his family. They do not consider that according to one of the traditions of our society the woman is often left to care for her parents, younger brothers and sisters, or grandparents.

1. Part-Time - No Benefits. Perhaps the group of women which is most affected by the inadequacies of the University's present policies with regard to fringe benefits is the group employed at the University on a part-time basis. Part-time employees of the University are not eligible to take part in any of the fringe benefits provided

University employees. For instance, part-time employees may not participate in the group medical or life insurance, or retirement plans of the University. Nor does the University pay social security payments on their behalf. For the part-time employees who are covered in other employment (most often the men are so covered) this is no particular problem. But for the woman who most often is not covered through other employment, particularly for those who are employed part-time on a regular basis, this policy is grossly unfair. When we consider that even part-time domestic help cannot be denied social security it is unbelievable that the University has persisted in this practice.

RECOMMENDATIONS

1. Provide the employee who works part-time on a regular basis and who does not have other employment with the option of participating in the fringe benefit programs of the University.

2. Provide social security payments for all part-time employees upon request.

2. Maternity Leave. As the University policies now stand, women who are pregnant are required to take maternity leave from the University when their supervisor or department chairman so wishes (Appendix U). This requirement on the part of the University disrupts the career continuity of the woman who may not wish to take leave from the University and exempts her from the benefits due her as an employee of the University. While on maternity leave all group health insurance and life insurance is cancelled (excepting the maternity benefits) regardless of the duration of her leave. If she wishes to retain these benefits she must pay them at the individual rate and, unless she is a member of the Professional and Administrative Association, she will receive individual rather than group coverage. This policy is clearly not within the requirements of the guidelines on Sex Discrimination issued by the Equal Employment Opportunity Office (Appendix R), nor can it be justified on the basis of medical protection for the woman (Appendix V: statement of Dr. T. N. Evans on this matter).

RECOMMENDATIONS

1. That no woman employee be required to take leave because of pregnancy and that any disabilities resulting from pregnancy or childbirth be treated by the University as any other physical disability (Appendix W: proposed Commission policy on Sick Leave for Childbirth and Pregnancy).

2. That the University adopt a compassionate leave policy which will guarantee any employee an unpaid leave to assume responsibility for the care of a close relative who is physically dependent (Appendix X: proposed policy for Unpaid Compassionate Leave).

3. Retirement Program. The discrimination that women employees of Wayne State University meet when they begin their employment follows them into retirement. The present retirement program of the University does discriminate against women in the payment of its annual benefits to the extent that a retired woman may receive as much as 16 per cent less annually than a man who has participated for exactly the same period and to exactly the same extent (Appendix Y). This is justified on the basis of actuarial tables; however, the Commission's position is that since actuarial tables of life expectancy vary depending upon which of many classifications are used, basing a differential on sex only is arbitrary and discriminatory (Appendix Z: communications between TIAA-CREF and the Commission). Since the issuing of the new "sex discrimination guidelines" of the Equal Employment Opportunity Commission, which clearly makes the provision of a retirement program "which differentiates in benefits on the basis of sex" an unlawful employment practice [Appendix R, part 1604.9 (F)], the TIAA-CREF and the University will have to re-evaluate their positions (Appendix AA).

In addition to the discriminatory aspects of the retirement program itself, the Commission is concerned with other inadequacies of the program with respect to women employees. Although Wayne employs 1,980 women on a full-time basis, only 624 women participate in the University's retirement program. When the Commission was contacting women about the retirement program, it became quite clear that many women did not realize the fact that most of the money placed in the retirement plan is placed there by the University and not by the individual employee and that participation in the program amounted to a 10 per cent increase in salary for them. Many others were concerned because they had to wait so long before being able to participate in the program. Since the non-academic employees have a high proportion of women and since this group is most likely to include young women, the 30-year-old rule strikes hardest at the segment of the employee group comprised of women. It has also been noted that when academic personnel are involved, the 30-year-old rule may be suspended.

RECOMMENDATIONS

1. That the University provide a retirement program for its employees which complies with the guidelines set down by the EEOC (Appendix R).

2. That the age requirement for entry into the University's retirement program be eliminated, allowing all employees who want to begin preparing for their retirement to do so as soon as they wish after beginning employment at the University.

D. Synthesis of Recommendations for Woman As An Employee: An Affirmative Action Plan

The woman employee, due to discriminatory policies and practices which have become traditional in the University community, has been underemployed, underpaid, underprivileged and status-deprived. In addition, there is little incentive for her to achieve or to participate fully in the University community.

The traditional policies and practices of the University by which employees are selected, advised of their privileges, promoted and paid, have not been effective in providing equal opportunity to women employees. This Commission is convinced that new devices must be brought to the University community which will assure women of the opportunities, responsibilities and privileges accorded their male colleagues.

On December 4, 1971, Revised Order No. 4 was entered into the Federal Register. It requires that all Federal contractors meeting certain size and contract specifications have on record a written affirmative action plan. Wayne State University, as a state institution is not required to submit such a plan until after its review by the Department of Health, Education, and Welfare (HEW). Such a review is in process at this time and the University is in the process of revising and implementing its affirmative action program.

We urge the President and the Board of Governors to act immediately to produce an affirmative action plan for Wayne State University which follows the guidelines set down in Revised Order No. 4 (Appendix BB).

During the academic year 1971-72, the University faculty voted to begin bargaining collectively with the Board of Governors. This process is just now getting under way and it is hoped that a contract will be agreed upon during the next year. The Commission is concerned, however, that the salary and promotional agreements reached in this process will not provide fair adjustments for women who, because of their membership in an "affected class" have received unequal treatment.

We urge the President and the Board of Governors to act immediately to correct the salary and promotional inequities which can be accounted for because of sex differentials so that they may be corrected before the faculty contract takes effect.